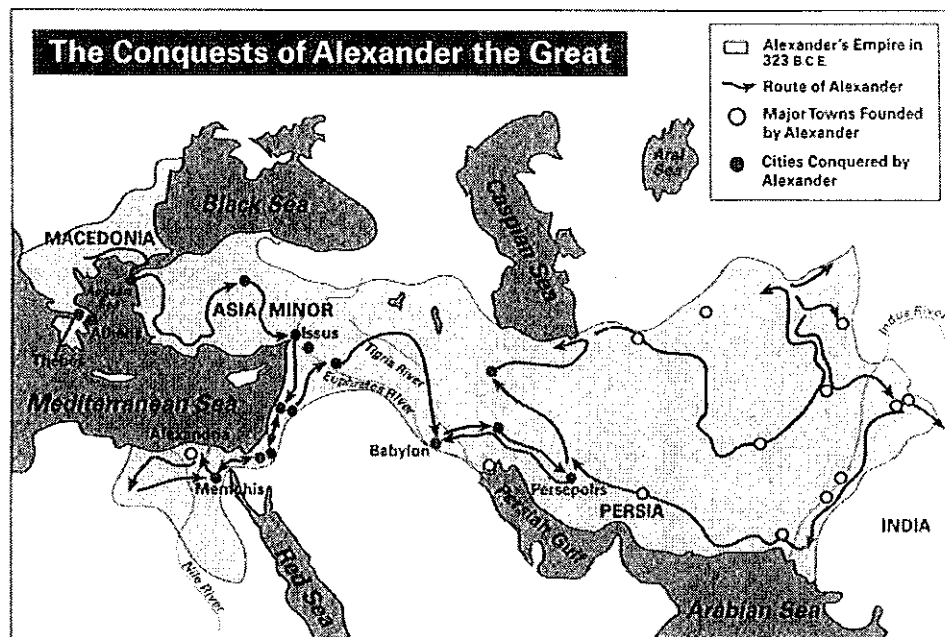


Information About Event A: Alexander in Thebes from the Perspective of Conquered



When Philip II of Macedonia was assassinated in 336 B.C.E., the Macedonian army immediately accepted Alexander as his father's rightful successor. News of Philip's death then traveled to the League of Corinth, the federation of Greek city-states that Philip had assembled after he conquered all of Greece. The league members elected Alexander to be Philip's successor as commander-in-chief. They gave him the power to raise troops from mainland Greece to make war against Persia—the most powerful empire in the ancient world at the time.

However, not all the Greek city-states supported him. More than the other city-states, Thebes in particular had reasons to resist Macedonian rule. Many Thebans were bitter about the treatment they had received from Alexander's father, King Philip II. When Philip conquered all of Greece in 338 B.C.E., he treated some cities more harshly than others. After defeating the Thebans, he held Theban prisoners for ransom or sold them into slavery. He executed the leaders of the Theban anti-Macedonian group, and established a new government under his control. In addition, Philip stationed a military post, or *garrison*, permanently in Thebes to help prevent future uprisings. Most Thebans expected no better treatment from Philip's successor. They viewed his son Alexander in the same light they viewed Philip—one tyrant was just replacing another.

Then in 335 B.C.E., Thebes seized an opportunity to declare its independence while Alexander was fighting a rebellion home in Macedonia. The Thebans prepared to defend their independence from Alexander and his 30,000 troops, who had set out to reconquer the city.

First, Theban forces surrounded and blocked off the Macedonian garrison. This prevented the garrison soldiers from fighting and the Macedonian troops from bringing in reinforcements and supplies. The Thebans also built an outer wall to the city and assigned part of their cavalry to

defend it. Slaves and resident aliens defended the city walls, while the main body of the Theban troops prepared to confront Macedonian troops outside the walls.

When Alexander arrived, he was met with strong resistance. He divided his troops into three groups, with the third group held in reserve. Although the Thebans were less experienced and outnumbered, they fought bravely. Unfortunately, they left a gate unguarded, and some Macedonian soldiers found it and poured through the city. They freed the Macedonian troops in the garrison, who then joined in the battle, as did the third group of troops. Theban troops and citizens alike scattered to avoid being slaughtered. It was no use.

By the time the battle was over, 6,000 Thebans had been killed. In addition, Alexander sold more than 20,000 citizens—mostly women and children—into slavery. Then he ordered his troops to destroy every building in the city, with the exception of a few temples. Once again, the Thebans were crushed without mercy.

Act-It-Out Guidelines

Create an act-it-out about this event from the perspective of the conquered, using these guidelines:

1. Your act-it-out must portray Alexander's conquest of Thebes from the perspective of the conquered—show Alexander's actions as the Thebans saw them, in an unfavorable manner.
2. Study the role cards below to help group members understand what information should be included in your act-it-out.
3. Brainstorm simple actions and lines of dialogue that will help you dramatically convey the information on the role cards.
4. Practice performing your act-it-out so that it incorporates all group members and can be presented in less than 2 minutes.

Role Cards

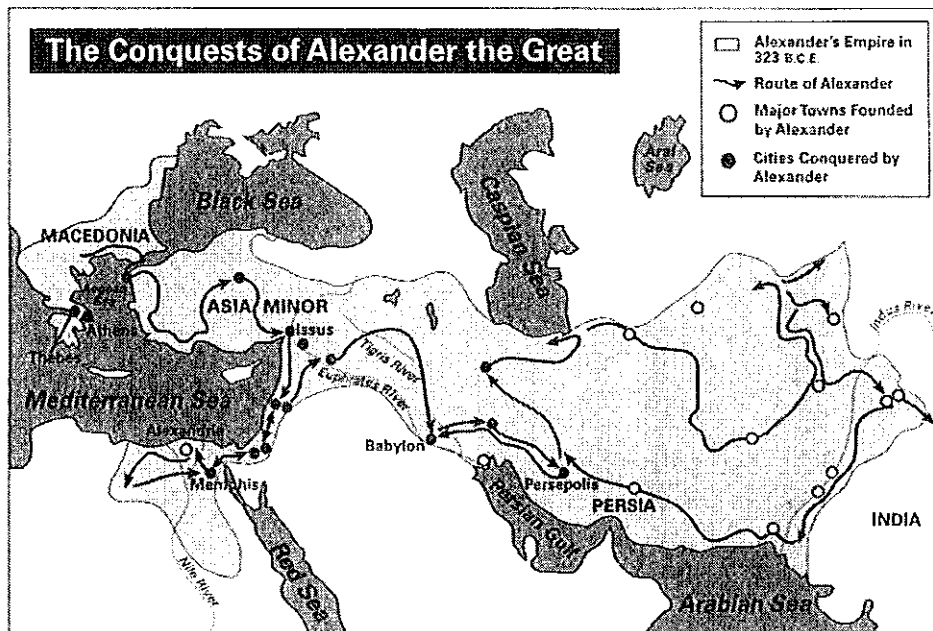
Alexander: Explain who you are. Boast about how your father, Philip II, executed the leaders of an anti-Macedonian group. Tell the class how you will conquer Thebes, no matter how many lives are lost in the process.

Theban man: Introduce yourself to the class as Pindar, a famous Theban poet. Describe how Philip II, Alexander's father, treated Thebes unfairly. Explain why Thebes did not support Alexander's leadership in the League of Corinth.

Theban child: Introduce yourself to the class as Cadmus, a Theban child. Describe how Alexander sold most of the Theban women and children into slavery. Tell the class how Alexander destroyed your home and most of Thebes.

Theban citizen: Introduce yourself to the class as Isodice (pronounced eye-SOD-ih-see), a respected Theban citizen. Tell the class that Alexander was able to conquer Thebes simply because he had more soldiers than the Thebans had. Describe how Alexander mercilessly slaughtered Theban soldiers, even those running from the battlefield.

Information About Event B: Alexander in Egypt from the Perspective of Conquered



After two years in Asia Minor and the Near East, Alexander and his forces arrived in Egypt in 332 B.C.E. The Egyptian people greeted them with mixed feelings. On the one hand, many were relieved and welcomed the conqueror. They hoped he would be an improvement over the Persians, who had ruled Egypt for the previous 20 years, and had been harsh and at times incompetent. The Persians violated, or *deseccrated*, Egyptian temples and sacred customs. Egyptians knew that Alexander respected Egyptian beliefs, including their Gods. However, they were also aware of his reputation as a cruel conqueror who slaughtered people and destroyed cities. With this in mind, the Persian governor, or *satrap*, of Egypt willingly surrendered power, and even offered Alexander silver and all his furniture.

In 331 B.C.E., Alexander decided to journey to the oasis of Siwah (SEE-wah) to visit a prophet. He arrived at the site of a famous Oracle of Amon (pronounced AH-mun)—the Egyptian King of the Gods. Many people portrayed the reception Alexander received at Siwah as a true “sign from the Gods.” However, no one knows what really happened during his visit to the oracle. Alexander never revealed exactly what the oracle privately told him. Alexander convinced himself, and many others, that he heard what he wanted to hear all along—that he was the true son of Zeus (or Ammon), King of the Gods. From that point on, Alexander began to encourage others to honor him as a God. This upset many of his followers, who did not believe in the mostly Eastern tradition of emperor worship.

Before Alexander left Egypt to pursue more conquests, he marked out the boundaries for a city near the Nile River, which he named after himself: Alexandria. Soon after Alexander decided to found the city, he designated a Greek architect and planner to build it. However, the Macedonian general Ptolemy I (pronounced TOL-eh-mee), Alexander’s successor as ruler of Egypt, was

actually responsible for much of the city's development. He moved his capital there from Memphis, and saw to it that the city grew as both a commercial port and a huge cultural center.

Although Alexandria became one of the ancient world's leading cities, the Egyptians were not allowed to play a key role in its development. The city mainly became a center for Greek culture, emphasizing Greek philosophy and scholarship. The Egyptians—who had helped build the city from its foundation, and on whose land the city stood—were mostly excluded from this magnificent learning center, a fact they bitterly resented.

Alexandria is considered the best example of Alexander's successful spreading of Greek culture. Yet, he played no actual role in the city's growth and development. Once he chose the site for the city, Alexander never returned during his lifetime. He was buried there after his death.

Act-It-Out Guidelines

Create an act-it-out about this event from the perspective of the conquered, using these guidelines:

1. Your act-it-out must portray the establishment of Alexandria, Egypt, from the perspective of the conquered—show that Alexander played a limited role in this event and that the Egyptians were excluded from the city's development.
2. Study the role cards below to help group members understand what information should be included in your act-it-out.
3. Brainstorm simple actions and lines of dialogue that will help you dramatically convey the information on the role cards.
4. Practice performing your act-it-out so that it incorporates all group members and can be presented in less than 2 minutes.

Role Cards

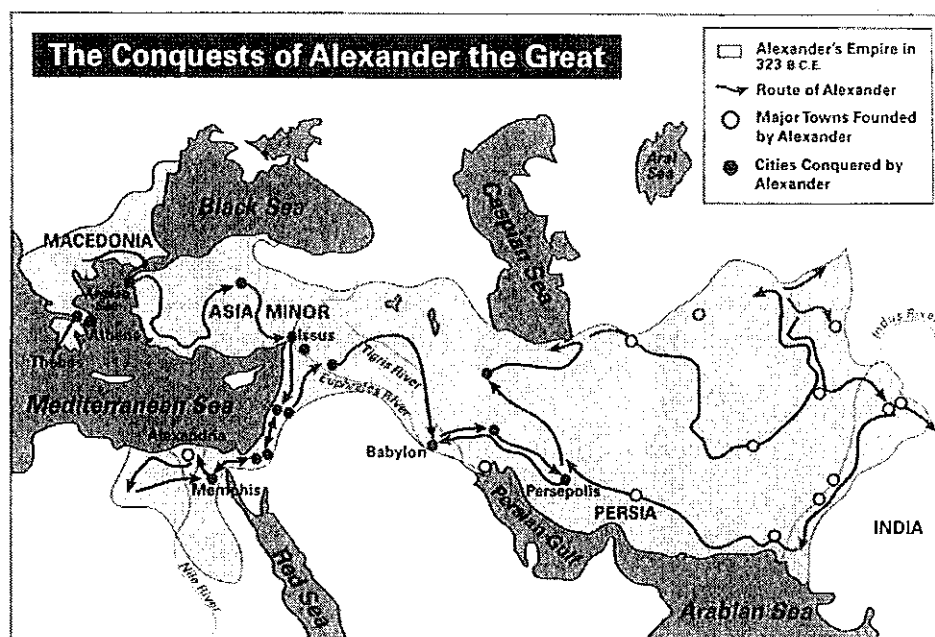
Alexander: Explain who you are. Boast about all of the silver and furniture you obtained from the Persian satrap. Tell the class how you left Egypt before Alexandria was constructed in order to pursue more conquests.

Macedonian general: Introduce yourself to the class as Seleucus (pronounced seh-LOO-kuss), one of Alexander's generals. Explain why no one really knows what happened during Alexander's journey to Siwah. Tell the class that Alexander upset many of his followers by claiming to be the son of Zeus.

Egyptian architect: Introduce yourself to the class as Ramose (pronounced RAH-mohs), an Egyptian architect. Explain that Ptolemy was actually responsible for much of Alexandria's development. Tell the class that Egyptians, despite their history of building magnificent monuments, were not consulted while Alexandria was being constructed.

Egyptian scholar: Introduce yourself to the class as Sety (pronounced SEH-tee), an Egyptian scholar. Explain why the Egyptians welcomed Alexander with mixed feelings. Tell the class that Egyptians were culturally excluded from Alexandria.

Information About Event C: Alexander in Persia from the Perspective of Conquered



When Alexander the Great set out for Asia Minor in 334 B.C.E. with 35,000 troops, the Persian Empire was the largest in the world. Its territory stretched thousands of miles, across deserts and mountains, from Egypt to India.

The Persians knew that since the Persian Wars in the fifth century B.C.E., during which Persians destroyed many Greek cities, the Greeks had dreamed of revenge. However, by the time of Alexander the Great, Persia no longer posed a military threat to the Greeks. The only threat Persia posed to Greece was economic competition—the two were rivals for control of the trade routes in the eastern Mediterranean. Nevertheless, driven by revenge and his own burning desire to rule vast lands, Alexander set out to conquer Persia.

Alexander's military campaign against the Persian Empire was brutal and relentless. While some of his strategies were well planned, more often he relied on simple brute force against the Persians, without regard for the casualties they or his own troops might suffer. Alexander's chief strategy was often to create a line of troops heavily armed with javelins and spears, or a *phalanx* (pronounced FAL-anks), and charge directly at the enemy.

In one of the most famous battles—the Battle of Issus (pronounced ISS-uss) in 333 B.C.E.—Persian forces killed a great number of Alexander's troops, despite his strategies and tactics. Many historians believe that the Persians could have won this battle if their leader, King Darius III (pronounced DAHR-ee-yuss), had not panicked and fled the battlefield. Without him, the remainder of the Persian army scattered in retreat, leaving Alexander to claim victory.

In some cases, Alexander showed respect for the conquered Persians, appointing Persian governors to rule territories and allowing the Persian people to continue practicing their religious beliefs. However, Alexander also treated the people and territories he conquered in a

cruel and disrespectful manner. For example, when he attacked Tyre (pronounced TY-ur), a Phoenician island city belonging to the Persian Empire, the citizens fought back strongly for eight months. When Alexander finally captured the city, he was so furious that he sold most of the city's 30,000 people into slavery. During another battle, Alexander and his troops pursued the retreating Persian army for many hours and slaughtered nearly 40,000 men. Finally, Alexander captured the Persian capital of Persepolis (pronounced pur-SEP-oh-liss) without opposition. He was now the conqueror and ruler of all of Persia. Despite the advice of even his closest aides, Alexander stole, or *plundered*, the city's great riches for himself. Then, in a drunken state, he allowed his men to burn down the Great Palace and its surrounding temples. Alexander thus destroyed a magnificent center of Persian culture, traditions, and artistic achievements. Although some people praised Alexander for his respect for other cultures, the Persians saw firsthand the other side of his nature—a vengeful conqueror who often had a total disregard for the traditions, customs, and beliefs of another people.

Act-It-Out Guidelines

Create an act-it-out about this event from the perspective of the conquered, using these guidelines:

1. Your act-it-out must portray the conquest of the Persian Empire from the perspective of the conquered—show that Alexander's actions reflected total disregard for the traditions, customs, and achievements of the Persians.
2. Study the role cards below to help group members understand what information should be included in your act-it-out.
3. Brainstorm simple actions and lines of dialogue that will help you dramatically convey the information on the role cards.
4. Practice performing your act-it-out so that it incorporates all group members and can be presented in less than 2 minutes.

Role Cards

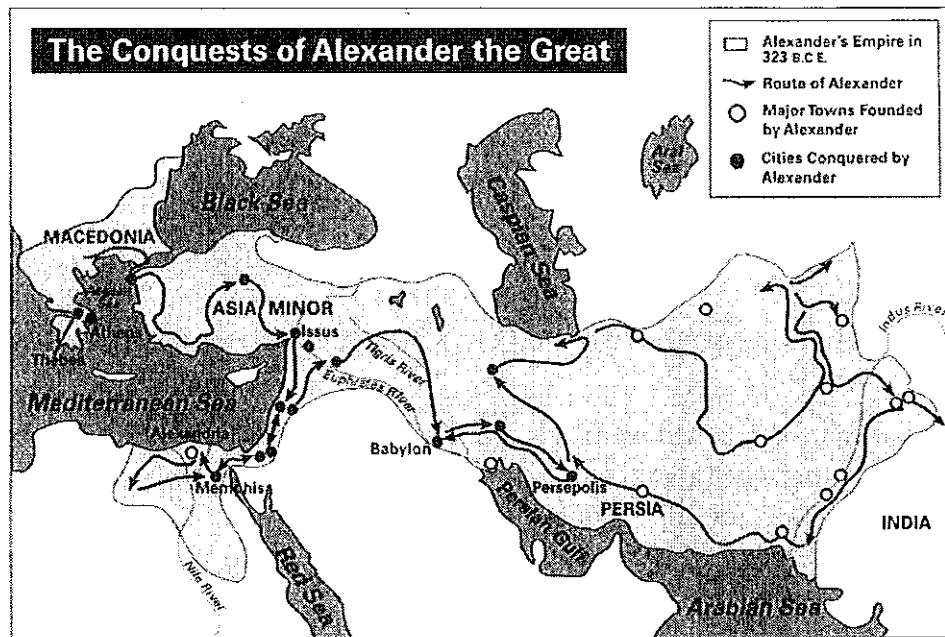
Alexander: Explain who you are. Explain why you wanted to conquer the Persian Empire, even though it was no longer a military threat to Greece. Brag to the class that you were in a drunken state when you ordered your forces to burn and loot Persepolis.

Macedonian general: Introduce yourself to the class as Perdicas (pronounced purr-DEE-kahs), one of Alexander's generals. Explain how Alexander's strategy of charging directly at an enemy resulted in his forces suffering numerous casualties. Tell the class that had Darius not fled from Issus, the Persians would have won the battle.

Resident of Tyre: Introduce yourself to the class as Bardiya (pronounced BAR-dee-ah), a Persian resident of Tyre. Explain how Alexander lost his temper and sold most of Tyre's people into slavery. Tell the class that following the conquest of Tyre, Alexander's army slaughtered 40,000 Persian soldiers.

Resident of Persepolis: Introduce yourself to the class as Arsames (pronounced AR-sah-muss), a resident of Persepolis. Explain how Alexander allowed Persepolis to be burned and looted. Tell the class that Alexander's destruction of Persepolis reveals that he is nothing more than a vengeful conqueror.

Information About Event D: Alexander in India from the Perspective of Conquered



By the year 327 B.C.E., Alexander the Great had conquered all of Greece, Egypt, and the Persian Empire. Still, he was not satisfied. In that year, Alexander led his troops over the Hindu Kush mountains down into the plain by the Indus River. The Greeks called this region India. (Many of Alexander's campaigns took place within the boundaries of modern-day Pakistan.)

Alexander and his forces spent the next three years in India. They fought many battles, conquered many territories, and suffered heavy losses. Many Indian kings strongly resisted Alexander's attempts to bring India under his empire. They used every means they had—including new elements of warfare such as elephants—to fight the heavily armed Macedonian forces. One brave king named Porus (pronounced POR-uss) nearly led his troops to victory over Alexander, despite being outnumbered and surrounded.

By the fall of 326 B.C.E, Alexander's armies had already fought and defeated many Indian rulers. The forces then began a movement west and south into the Punjab (pronounced POON-jahb) region. They found resistance wherever they went—and met it with total ruthlessness. In town after town, when natives resisted or tried to flee, the Macedonian forces adopted a single tactic: slaughter all males, and enslave all women and children.

In one nine-month period, Alexander's forces traveled down the Indus River—and killed as many as 80,000 people. The Macedonians were especially harsh in dealing with the *Brahmins*, the Indian holy men who often advised and encouraged the Indian kings to resist Alexander. When his forces were able to capture Brahmins, Alexander would often question them closely, trying to learn as much as he could about Hinduism, the Indian religion. However, then Alexander had them executed for encouraging the Indian kings to resist his rule.

By the end of 326 B.C.E., Alexander and his men had been conquering territories and foreign lands for more than eight years. They had journeyed thousands of miles. They often traveled for months in brutal heat across deserts, and in horrible snow and cold over mountains. Now, Alexander was intent on traveling east into the deepest part of India—all the way to the Ganges (pronounced GAHN-jees) River and beyond. However, at this point Alexander's forces turned on him. They refused to follow him any farther, and demanded that the army turn around and head home. Reluctantly—and angrily—Alexander agreed. Forced to abandon his goal of spreading his vast empire across all of India, Alexander bitterly began the long journey toward home. Because of this, some historians like to say that “Alexander never conquered India; it conquered him.”

Act-It-Out Guidelines

Create an act-it-out about this event from the perspective of the conquered, using these guidelines:

1. Your act-it-out must portray Alexander's campaigns in India from the perspective of the conquered—show that Alexander was ruthless and harsh to the Indians and that he left India because his troops rebelled against him.
2. Study the role cards below to help group members understand what information should be included in your act-it-out.
3. Brainstorm simple actions and lines of dialogue that will help you dramatically convey the information on the role cards.
4. Practice performing your act-it-out so that it incorporates all group members and can be presented in less than 2 minutes.

Role Cards

Alexander: Explain who you are. Tell the class that you remained unsatisfied, even after conquering Greece, Egypt, and the Persian Empire. Describe how you felt when your soldiers refused to follow you beyond the Ganges River.

Macedonian commander: Tell the class that you are Coenus (pronounced KEE-nuss), one of Alexander's most dependable commanders. Describe the conditions under which Alexander's army was forced to travel and fight. Tell the class that after the campaigns in India, most of Alexander's army had lost faith in his ability to lead.

Indian king: Introduce yourself to the class as Porus, a powerful Indian king. Describe how you bravely used every means of warfare to resist Alexander's forces and nearly led your troops to victory. Tell the class that Alexander never conquered India, it conquered him.

Indian Brahmin: Introduce yourself to the class as Yajna (pronounced YAHJ-nah), an Indian holy man. Describe how Alexander's forces treated Indians living in the Punjab. Tell the class that in one nine-month period, Alexander's forces killed as many as 80,000 people. Explain how Alexander mistreated many of your fellow Brahmins.